Instructional Technology Newsline

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In This Issue . . .

◆ Instructional Technology Update

In June, the National Governors Association (NGA) and the National Association of State Budget Officers (NASBO) released a report that indicates shrinking revenues are causing many states to deal with budget gaps and make more modest fiscal forecasts. That certainly is true in Missouri, where revenues are on the decline while general spending continues to increase. Note that the Office of Administration is currently assessing what FY02 cuts need to be made and where. Also, note that the Department of Elementary and Secondary Education, including the technology grant programs, will NOT be exempt from this governor's withholding. We will notify school leaders as soon as we learn the full extent of these cuts. -Deb

FY02 Instructional Technology Grant Programs

Technology Core Budgets

As mentioned above, we anticipate having to cut our FY02 technology budgets for the TAG, VIDEO and IDL grant programs. At the current time, the cuts are estimated to range from 15 to 20 percent. We will notify school leaders as soon as we know the fixed amount. In the meantime, schools should budget accordingly.

TAG/VIDEO Grants

TAG/VIDEO applications can be submitted anytime through September 15, 2001. While applications will be processed as they arrive, all are "substantially approved" as of July 1, 2001.

<u>Interactive Distance Learning (IDL) Grants</u>
27 IDL grant applications (12 Implementation and 15 Upgrade) were submitted, requesting over $1 million in State funds. A panel of five readers evaluated the first-year Implementation and Upgrade grants during the week of June 25. As soon as we know how much money will be available after the withholding, we will draw the cut-off lines and notify districts of their funding status.

E-rate, MOREnet, and the Children's Internet Protection Act

Because the SLD has been revising forms to address CIPA requirements, it is slow in sending funding commitment decision letters for Year 4 (for services provided July 1, 2001 to June 30, 2002). The FCC appears unlikely to act on its proposal to change the way e-rate discounts for internal connections are awarded. The FCC had sought comment on a proposal to prevent the same schools from getting e-rate funds year after year for internal connections.

CIPA is in effect for Year 4 e-rate applicants receiving discounts on Internet access and/or internal connections. Schools will need to be able to certify, by October 27, that they are either 1) in compliance with CIPA, or 2) are making progress toward compliance. MOREnet will also need to gather compliance information from the 510 districts participating in the Technology Networking Project. Any district not in or working toward compliance will adversely affect MOREnet's statewide application process and total discount amount.

Department and MOREnet staff are examining ways to help schools become CIPA-compliant. We are looking at the cost of placing Internet filtering software on the MOREnet backbone as well as the cost of purchasing one or more statewide licenses so schools could buy their own software at a discount. Also, we are looking at options for recovering lost discounts should schools not be able to certify compliance.

For more information on CIPA compliance, request the free Special Report "Filtering and the E-rate: What You Need to Know Right Now" from eSchool News at http://www.eSchoolNews.com/. For more information about the e-rate program, visit the MOREnet e-rate web site at http://www.more.net/usf/ or the USAC web site at http://www.sl.universalservice.org/.

State Approval of District Technology Plans <reminder>

To be eligible for TAG grants, every district must develop a long-range technology plan that supports the district's comprehensive school improvement plan (CSIP) and is approved by the local school board and the Department. State approval is good for up to three years from date of local board approved. State approval is also necessary for district participation in the Universal Service Fund for e-rate discounts.

The next major review of district technology plans is scheduled for September 28, 2001. Plans ready for state approval should be submitted to the Instructional Technology section prior to September 15, 2001.

A new technology planning assistance web site was posted in April 2001 that helps districts successfully go through the technology planning stages. This "Creating a Technology Plan" web site can be found at http://www.dese.state.mo.us/divimprove/instrtech/techplan/techplan.htm.

◆ Learning With Technology
-_Featuring Clever R-V and Jackson R-II_

Clever R-V
Fluent with Information Technology (F.I.T.), a TLCF Teaching and Learning Grant, was awarded to the Clever R-V School District in October 1999. The grant proposal focused on how the district could make information literacy a part of the education experience and how to teach students to be critical viewers and users of technology and information for the rest of their lives. The grant has been instrumental in helping Clever R-V School District integrate technology into the curriculum and to help teachers and students truly become "_F.I.T._"

Background:
Clever completed a new high school in August 1999 and added two new computer labs for a total of 3 district labs. The district had used local money to purchase 70 new computers and a new server. The district now had 160 computers and three servers on their local area network. The district also funded a new Gigabit fiber backbone that connected all the district wire closets. Ten-megabit hubs were replaced with 10/100 switches with gigabit fiber ports. The infrastructure was in place, but additional local funding was not available for data projectors, digital cameras, SMARTboards, and other hardware and software items that make teaching with technology more practical.

The district soon found that the access to more computers and faster network access did not mean that technology integration into the classroom was going to easily happen. In fact, several problems became quickly apparent. The district administration realized that teachers did not know how to design class assignments that required students to use higher order thinking skills. Students were taking advantage of teachers who did not realize how easily reports and papers could be copied and pasted from the Internet and CD-ROM Encyclopedias. Teachers needed to be trained how to develop classroom assignments that required students to analyze information found on the Internet and produce projects that required higher order thinking skills.

Another problem the district faced was that teachers did not know how to use the hardware and software already available and few were using technology in their classes. Many teachers were only using technology as a classroom management tool. They used email to report attendance, to receive announcements and were using _GradeQuick_ software to keep track of student progress.

Today:
The district has been working diligently to accomplish all the goals proposed in the initial grant application. The tasks implemented in Year One have focused on developing "masters" among the staff and students. The district added hardware peripheral equipment to labs and classrooms. Three SmartBoard/data projector combinations were permanently installed in each district computer lab and 5 portable combinations are available for classroom use. Three digital cameras were purchased and they are in high demand for classroom projects. A digital video editing system and digital video camera were purchased. Next year the district will offer high school students a class in video production in addition to the system being used by other classes. A _DreamWriter_ Roll-A-Lab was purchased for use in elementary classrooms. The district purchased Microsoft _Office 2000_ licenses for all district computers and purchased _Inspiration Software_ to be installed on the computers in the labs and classrooms.

The computer labs are now in constant demand for classes needing to complete assignments. Teachers have developed and revised lesson plans to incorporate information literacy and higher

order thinking skills. Over 30 hours of in-service have been offered during the past two years that has helped teachers develop their own technology skills. The district has written technology goals into the curriculum and a team of teachers is rewriting the district's curriculum guides to include technology. The use of technology in the classroom has dramatically changed over the past two years. Teachers and students are excited about using technology as a learning tool. Even the most reluctant technology user has realized the benefits of using technology in the classroom. The district will be completing grant activities this summer through the start of the coming school year and is anticipating that the analysis of review data will prove that this TLCF grant has had a major impact on student learning and achievement. For more information contact Lisa C. Jones at (417) 743-4840.

Jackson R-II
Breaking boards and hand-to-hand combat isn't what Jackson Schools had in mind when applying for their TLCF Grant for FY 00-01. However, their plan did involve training building-level technology liaisons throughout the district and giving them some pride in their work. Technology Blackbelt is the title given to the first line of tech support at each school building. Twenty-five teachers and media librarians attend technical training once a week after school. Topics include configuring and supporting email, retrieving student test scores, troubleshooting hardware, web-page design, and file management.

Jackson's TLCF Grant 00-01 has two major objectives: Increasing the use of email throughout the district and training teachers to retrieve student test scores. The Blackbelts play a key role in meeting both of these objectives. During the past school year, email usage increased by 73%. Blackbelts have also been given some initial training so that they may in turn show teachers how to retrieve Terra Nova scores from a secure centralized database. The final training for retrieving test scores will occur this fall. Overall the Blackbelt concept has been very well received throughout the district and Jackson Schools look forward to another year of throwing punches at and kicking down the barriers that prevent teachers from using technology. For more information, contact Sam Duncan at sduncan@jackson.k12.mo.us

◆ **CEO Forum Year 4 Report**
http://www.ceoforum.org

In June, the CEO Forum released the report, "Key Building Blocks for Student Achievement in the 21st Century." The CEO Forum views this report as both a culmination and synthesis of five years of exploration on the impact of education technology. The report recommends a continued heavy investment in educational technology and a greater alignment of student curriculum and assessment. It urges school leaders to focus on "21st Century Literacy" which includes strong academic, digital age literacy, inventive thinking, effective communication and interpersonal, and productivity skills.

◆ **eSchool News Exclusive Report:**
Filtering And The E-rate: What You Need To Know Right Now
http://www.eschoolnews.org/showstory.cfm?ArticleID=2677

Effective July 2, public and private schools receiving e-rate funding must begin taking specific steps to comply with the newly enacted Children's Internet Protection Act (CIPA). The effective date by which schools must certify compliance with CIPA is Saturday, October 27. More than $2

billion is at stake. What follows is a careful examination of the new requirements by a noted Washington policy analyst working with the Consortium for School Networking (CoSN), a national nonprofit organization representing schools' interests. The author reviews exactly what your schools must do to safeguard your funding under the new rules.

CIPA has numerous implications for schools and libraries that receive e-rate funding from the federal government. The requirements this legislation imposes on administrators are broad and somewhat complex. This article is intended to bring some clarity to these requirements so that schools and libraries can comply with CIPA, maintain their e-rate funding, and bring technology to more schools and communities.

◆ Missouri Distance Learning Standards and Guidelines
http://www.modla.org/standards/standards.htm

The Missouri Distance Learning Association (MoDLA) has created a set of Standards and Guidelines by which all distance learning activities and programs may be implemented and evaluated. In writing the MoDLA Standards and Guidelines, extensive review, adoption, and adaptation of eleven major national and regional distance learning documents was undertaken. MoDLA believes the Standards and Guidelines document incorporates state-of-the-art research on distance learning, and will include, through subsequent additions to these standards, the cumulative pragmatic experience of many pioneers in distance learning both within and outside Missouri.

Through the conscious adoption of these Standards and Guidelines by distance learning providers, Missouri distance learners can be assured of a rewarding and successful educational experience. These Standards and Guidelines will be reviewed biannually and/or as warranted by the availability of new technologies. The most current version will always reside on the MoDLA website [http://www.modla.org].

◆ National Governors E-Learning Reports
http://www.nga.org/nga/newsRoom/1,1169,C_PRESS_RELEASE^D_2116,00.html

In mid June, the National Governors Association (NGA) released two reports on the state of e-learning across the nation. The first report, "A Vision of E-Learning for America's Workforce'" of the Commission on Technology and Adult Learning convened by the NGA Center for Best Practices and the American Society for Training and Development focuses on e-learning for adults in the workplace, and makes recommendations on how the nation's governors and CEOs can capitalize on e-learning's potential to enhance worker skills, productivity, and performance.

The second report by the NGA Center for Best Practices is the result of a survey of 39 states about their e-learning practices, activities, and initiatives. "The State of E-Learning in the States" shows that states are keeping abreast of changes by implementing a wide variety of strategies and programs to expand post-secondary e-learning capabilities for adult-centered, work-related education and training through a variety of "virtual university" and "virtual college" models.

◆ Training Administrators to be Technology Leaders
http://www.techlearning.com

Tom Schmetzler, founder of Technology Solutions and the TOPONE technology leadership program, shares his tips and techniques for building a successful course for administrators. The article provides a sample outline of what the course might look like, based on his own experience designing, honing, and implementing technology leadership training for administrators. Why offer this kind of training? "Educating those who are in a position to make organizational decisions and point the way for others will bring districts and schools closer to achieving their vision for technology and, more importantly, education as a whole.

◆ Net Changing The Ways Young People Connect
http://www.siliconvalley.com/docs/news/svtop/teens062101.htm

The Internet is fundamentally changing the way young Americans handle personal relationships, define their culture, and learn about the wider world, according to a comprehensive new survey of online usage by teens. The report by Pew Internet and American Life Project estimates about 17 million Americans ages 12 to 17 use the Internet, or 73 percent of that group. By comparison, 56 percent of adults are online. Among the most striking findings is the degree to which the Internet is beginning to challenge the telephone as a means of communicating among teens. Three of four online teens use instant messaging technologies that allow real-time conversations over the Internet. The study also found that the Internet has created a new area for dispute between parents and their teens. Two-thirds of parents think content on the Internet is at least as worrisome as that on TV.
[SOURCE: San Jose Mercury, AUTHOR: Mary Anne Ostrom and Contact Tracy Seipe]

◆ Global Crossing Completes Fiber Network
http://www.newsbytes.com/news/01/167106.html

The core structure of a fiber optic cable network 100,000 miles long stretching around the globe to reach 27 countries and four continents has been completed by provider Global Crossings Ltd. Over 200 cities in Europe, North America, South America and Asia are networked. The company remains fully funded for its efforts, which took less than four years to complete, due to income of $3 billion in after-tax proceeds on the sale of the Incumbent Local Exchange Carrier and recovery of expenses from sales contracts. Currently, Global Crossings is extending the core network to Asian countries, connecting Singapore, Malaysia and the Philippines to the global network, which is due to be completed early next year.
[SOURCE: Newsbytes, AUTHOR: Martin Stone]

◆ Content Provider Utilizes the Internet to Deliver Subscription Curricula
--*Submitted by Dee Valerie, Administrative Assistant, NEXES*

The IT Education RoundTable was founded to provide educators with content, test preparation, value-added features and support not previously offered by any other single-point technology training product provider. Specifically, the RoundTable delivers the highest quality technology

training content, products, services and community support to a member-driven consortium of educators for an annual fee.

Educators are saying that the IT Education RoundTable allows them to increase the number of quality learning tools they provide to their students, while significantly reducing material costs. This results in higher quality and more engaging learning experiences, access to more resources and, as a result, even greater certification and employment successes.

The online community and resource center offers adopting institutions unparalleled value. RoundTable members currently receive learning content for 30 courses, including A+, Network+, Internet+, Server+, Microsoft Windows 2000 MCSE, Microsoft MOUS, Linux and Help Desk Institute certifications. RoundTable subscribers can download and print as many titles and copies throughout the year as needed for any education, training or resource purpose. Educators can select any portion of the content available, then distribute it electronically, print their own course materials or opt for automated print fulfillment through the RoundTable's partnership with Ricoh Document Management.

The online community and resource center was built in conjunction with eLearning application development and integration specialists at Embanet, who customized and deployed the Prometheus eLearning platform developed by George Washington University for IT Education RoundTable parent Next Generation Education Services, LLC (NEXES).

Membership in the RoundTable will allow educators unlimited access to additional content as it becomes available. In addition, membership in the RoundTable brings a vast array of essential benefits, which include:

- Ongoing updates to content and materials as the industry, technology and exam content changes
- An online community of educators with which to share information and advice via real time chat and bulletin boards that include the ability to share files
- Continually updated news and information that keeps educators one-step ahead of advances in technology and IT certification
- Educator access to the attendee-driven IT Education Roundtable Annual Retreat (conference and symposium)
- Access to deeply discounted online and web-based courses through training partners and other services and products, such as desktop video conferencing tools
- Marketing and enrollment tools for student guidance counselors and marketing departments
- Access to Virtual Consultants through email and web technologies

Next Generation Education Services, LLC (NEXES) is a consortium of information technology educators and business professionals dedicated to enhancing the effectiveness and availability of technology education. NEXES strategically targets the development and implementation of solutions for technology education by providing innovative curricula, collaborative consultation, and success-focused best practices to educators. NEXES team members have a wealth of experience with developing, deploying, and managing education programs that include customized, proprietary training as well as industry recognized credential-oriented programs. NEXES now brings its wealth of experience as consultants assisting with the deployment of programs for the University of Phoenix, Whitman Education Group, Colorado Technical University, and others and its library of technology education content to educators through a

subscription model called the IT Education RoundTable and provides test preparation and Internet enhanced learning services through ExamVision (http://examvision.com). In these times of dotcom uncertainties, you can be assured by the fact that NEXES is the only company in its category with a proven and profitable business model that is self-funded and self-sufficient. Incorporated as an LLC in 1999, NEXES is headquartered in Phoenix, Arizona with offices in Tucson, Arizona and Bowling Green, Ohio. NEXES is known as GeniPress internationally and is headquartered in Emmen, Holland. For more information about NEXES, the IT Education RoundTable and the State of Missouri subscription discount program please contact Dee Valerie at deev@nexes.net or visit the NEXES web site at http://www.nexes.net.

◆ TaskStream
-Submitted by Kevin J. Doyle, President & CEO, TaskStream

TaskStream is an affordable suite of web-based tools and resources for teacher mentoring, professional development and instructional design within your learning community.

These tools have been in use in school districts, statewide teacher training programs and pre-service teaching universities during the past three years. The tools, while all fully integrated, are divided into five main groups: instructional design, professional development/mentoring, administration/reporting, communications, and resource management.

- Instructional Design: Integrated instructional design tools – Lesson Builder, Standards Wizard, and Rubric Wizard – help educators create or adapt standards-based activities and powerful performance-based assessment rubrics.

- Professional Development/Mentoring: Common workspaces and dynamic organizational tools structure collaboration between the learner and the mentor. The process is results-based, with a focus on implementing what is learned into the classroom.

- Administration/Reporting: The TS-Coordinator provides professional developers with a set of online tools to initiate, manage, support and evaluate programs and workshops.

- Communications: Tools for online communications and collaboration include a dedicated e-mail system, instant messaging, threaded discussions, and the ability to post targeted announcements.

- Resource Management: TaskStream's Cybrary, an online resource library, includes searchable databases of lesson plans, standards, tutorials, and web links.

TaskStream supports the introduction of these tools by providing on-site training workshops and a wide array of materials. Additionally, TaskStream Mentoring Services is available online and through telephone support.

As you can see, TaskStream provides you with the tools needed to create, manage, and share documents, plans, schedules, and ideas with anyone from and to any online desktop you choose. The TaskStream tools are extremely approachable. You can incorporate them into your own personal practice at your own pace.   You don't have to "jump in with both feet." Just start with those TaskStream functions that make you most comfortable…and use the other tools as you deem necessary.

For further information please visit us at http://www.taskstream.com and take a tour, email us at info@taskstream.com to arrange a personal walkthrough or call our Mentoring Services Group at 800-311-5656.

◆ Professional Development Tip of the Month
--Submitted by Dr. Marilyn Terry, Director of Technology Services, Pattonville School District

Pattonville School District has designed an innovative Technology Staff Development program, STEPS, designed to ensure that all staff utilize technology to analyze, communicate, and research. The district requires that administrators, teachers, and staff work toward and receive district defined Technology Certification. Certification is divided into the following three distinct levels:

        Technology Specialist I - Required (approximately 30 hrs of training)
        Technology Integrator - Required (approximately 20 hrs of training)
        Technology Specialist II - Optional
        Technology Mentor - Optional

The certification process is outlined as follows:

        Step One-   Sign letter of intent for pursuing Pattonville School District Technology Certification
        Step Two-   Familiarization of critical content for each course
        Step Three- Learn critical content for each course
        Step Four-   Review practice activities on the district's web site
        Step Five-   Demonstrate knowledge at a performance assessment center to indicate mastery of the course material. The district offers training after school, on the web, through the cable channel and check out kits. Staff is compensated $500 after all performance assessments have been passed. For more details, see our web site at http://steps.pattonville.k12.mo.us.

◆ Copyright Question of the Month

Q. May an educator (e.g., administrator, classroom teacher, substitute teacher, or student teacher) other district employee, volunteer, or others copy material for the fall semester and copy the same material again for the spring semester (term-to-term)?

A. **No.** If the material copied in the first semester was valuable enough to repeat, the educator would have adequate time to obtain permission. Copying a second time would violate the guideline for spontaneity.

Note: If the educator wishes to use the same material in subsequent terms, he or she must obtain permission from the copyright holder.

◆ Mark Your Calendar

May 1-Sept 15	Application Window for TAG and VIDEO Grants

July

4	Independence Day—State Holiday
6	Newsline published online
16	MODLA Annual Membership Meeting/Mini-Conference
	Ike Skelton Center, Jefferson City, MO
23-25	eMINTS Kickoff
	Tan-Tar-A, Osage Beach, MO
25	Newsline articles due

August

1	Newsline published online
25	Newsline articles due

September PREPARE TECHNOLOGY PLANS FOR SEPTEMBER SUBMISSION

15	Technology Plans due to DESE
28	Reading of Technology Plans

◆ Upcoming 2001 Conferences

July 18-21	First Annual Equity in Education Conference
	Beaver Run Resort, Breckenridge, CO
	National Coalition for Equity in Education (NCEE)
	jenifer@math.uscb.edu
July 24-26	Education Technology 2001
	Ritz-Carlton Hotel, Arlington, VA
	Society for Applied Learning Technology
	http://www.salt.org/society_information/calendar.htm
July 29-	9th Annual Conference on Looping, Multiage, and Best Teaching
August 1	Practices
	Indianapolis, Indiana
	http://www.sde.com/index.html
July 30-31	Midwest Internet Institute
	Lux Middle School, Lincoln, Nebraska
August 5-7	Administrator's Conference
	TanTarA Resort, Osage Beach, MO
August 6-8	International Conference on Advanced Learning Technologies
	Madison, WI
	http://lttf.ieee.org/icalt2001
August 8-10	17th Annual Conference on Distance Teaching and Learning: Distance
	Learning 2001
	Marriott Madison West, Madison, WI
	http://uwex.edu/disted/conference
October 7-9	Missouri Educational Technology Conference 2001--A Technology
	Odyssey
	Tan-Tar-A, Osage Beach, MO

October 17-20	School Tech Expo—Professional Development for Education Technology Leaders
	Hilton Hotel and Towers, Chicago
	http://schooltechexpo.com
October 18-21	SchoolTech Expo & Conference
	Chicago, Illinois
	http://www.schooltechexpo.com
October 23-24	Connected Classroom Conference
	Seattle, WA
October 24-25	National Science Foundation Regional Conference
	University of Washington, Seattle, WA
	http://www.nsf.gov
October 29-30	Connected Classroom Conference
	Las Vegas, NV
November 7-10	15th Annual Technology + Learning Conference
	Georgia World Congress Center, Atlanta, GA
	National School Boards Association ITTE: Education Technology
	Programs http://www.nsba.org

◆ From the Mailbag

State Farm Good Neighbor Teacher Award
http://www.ncss.org/awards/neighbor.html
Sponsored by:
      State Farm Insurance Companies
      National Council for the Social Studies
Award: $10,000
Deadline: July 13, 2001
Guidelines and Criteria:
State Farm Insurance wishes to recognize members of the social studies teaching profession who personify the "good neighbor" philosophy through their interest, involvement, and leadership in the field of education. Innovation through implementation of Expectations of Excellence: Curriculum Standards for Social Studies and state social studies curriculum requirements are key criteria for selection.

The early childhood, elementary, middle, and secondary level classroom teachers selected will be known as innovators in their field-promoting or developing new teaching techniques, encouraging leadership roles among students and colleagues, and furthering excellence in teaching. Applicants must teach social studies at least one-half of the time during the 2001-2002 academic year in a public, independent, or parochial elementary, middle, junior high, or senior high school in any state or the District of Columbia.

NCSS expects that teachers recommended to the State Farm selection panel will have demonstrated the ability to 1) develop and use instructional materials creatively and effectively; 2) foster a spirit of inquiry and the development of skills related to acquiring, processing, and using information and making decisions related to both domestic and international matters using

innovative techniques; 3) foster the development of democratic beliefs, democratic values, and the skills necessary for citizen participation; 4) demonstrate how their lesson plan or curriculum affects student achievement; and 5) demonstrate leadership and professional involvement through a variety of activities. Applicants are expected to have demonstrated abilities as classroom innovators.

NCSS will provide additional publicity for honored social studies teachers through its publications and network of affiliated councils. NCSS will also publicize finalists' names forwarded to State Farm.

State Farm will make cash contributions to an educational organization chosen by each Good Neighbor Teacher Award recipient.

Surplus Computers: Free For Schools

Every year, thousands of personal computer systems retired or no longer needed by the federal government are donated free of charge to eligible schools and educational nonprofit organizations through the Federal Computers for Learning Program (CFL). The program places computers in our classrooms and prepares our children to contribute and compete in the 21st century. The program transfers excess Federal computer equipment to schools and educational nonprofit organizations, giving special consideration to those with the greatest need. The CFL website connects the registered needs of schools and educational nonprofit organizations with available government computer equipment. See: http://computers.fed.gov/school/user.asp

Writing and Winning Grants and Directory of Funding Opportunities
http://techlearning.com
Check out the June Technology and Learning magazine for an extensive list of grants, scholarships, funding opportunities, grant writing tips and more.

◆ **Internet Sites of Interest**

Reading Rainbow Young Writers and Illustrators Contest
http://gpn.unl.edu/rainbow/contest/YWI2001/index.html

Clipart for Kids
http://www.awesomeclipartforkids.com

Seasonal Resources—Summer
Get Set for Summer Solstice!
http://www.familyeducation.com/topic/front/0,1156,1-7122,00.html

Here Comes the Sun
http://vortex.plymouth.edu/sun.html

Summer Solstice
http://www.treasure-troves.com/astro/SummerSolstice.html

School/Playground Equipment Resources
Creative Playgrounds

http://www.creativeplaygrounds.com

Game Time
http://www.gametime.com

L.A. Steelcraft
http://www.lasteelcraft.com

Planet Recess
http://www.planetrecess.com

Independence Day Sites
http://www.ushistory.org/declaration

Independence Day Lesson Plans & Activities
http://teachervision.com/tv/theme/Independence%20Day?s12

The Declaration of Independence of the United States of America
http://www.nara.gov/exhall/charters/declaration/decmain.html

The Avalon Project: Declaration of Independence
http://www.yale.edu/lawweb/avalon/declare.htm

World Sufari
http://www.supersurf.com/

E-rock! A Virtual Field Trip
http://uts.cc.utexas.edu/~rmr/E-rock/E-rock.html

Field Trips Site
http://www.field-trips.org/